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ABSTRACT

This 5-year strategic plan for the Minot State University's Memorial Library includes: (1) a chart showing the organization of the Minot State University Institutional Planning and Leadership Organization and committee members; (2) a profile of the community served by the library; (3) an assessment of the library's current performance from the perspective of the Association for College and Research Libraries 1986 publication, "Standards for College Libraries," examining library facilities, collections and the collection development process, reference and computer assisted reference services, bibliographic instruction, circulation, interlibrary services, technical services, audiovisual services, the microcomputer laboratory, hours of access, staffing, and financial resources; (4) an analysis of the library's strengths and weaknesses in the areas of facilities, resources, and services; and (5) the strategic plan resulting from the analysis, including statements of goals and objectives to accomplish the library's mission of providing the university community with convenient access to a collection of information and resources and services which provide support for teaching, learning, and research. The library staff roster is appended. (GL)

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APPOINTMENT WITH DESTINY: MEMORIAL LIBRARY FACES THE 1990s

PREPARED MARCH 1990 BY THE STAFF OF MEMORIAL LIBRARY,

MINOT STATE UNIVERSITY

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PREFACE

This is a copy of a five-year strategic plan for the Minot State University's Memorial Library. Beginning January 1990, Minot State University undertook a strategic planning effort in all administrative units accross the university campus. The structure for carrying out the planning effort, involving all university personnel, is a four tier planning council. An outline of the tier structure and membership of the Library Leadership Planning Council is illustrated on pages ii and iii.

The library planning document was drafted by members of the Memorial Library staff and sent to the Library Leadership Planning Council for final approval. The council membership consisted of representatives from the student association, faculty senate, faculty at large, library staff, and the University's Board of Regents.

Librarian Steven Kirby undertook the arduous task of compiling and editing the final document which follows.

Larry Greenwood
Library Director
Minot State University
Minot, ND 58701

April 10, 1990

MINOT STATE UNIVERSITY

INSTITUTIONAL PLANNING & LEADERSHIP ORGANIZATION

LEADERSHIP STEERING COMMITTEE
Tier 1

President (Chair)
V.P. Academic Affairs
Athletic Director
V.P. Business Affairs
V.P. Student Affairs
Dir. of Development

BUSINESS AFFAIRS LEADERSHIP COUNCIL
Tier 2

V.P. Business. Affairs (Chair)
Comptroller
Physical Plant Dir.
Regents Exec Ch (Ex Officio)
Student Senate Rep
Dir. of Development
Dir. of Fin. Aids
Regent Bus Aff Ch
Faculty Senate Rep

ACADEMIC AFFAIRS LEADERSHIP COUNCIL
Tier 2

V.P. Acad. Affairs (Chair)
Dean Educ. & Hum. Serv.
Dean Nursing
Library Director
Faculty Senate Rep.
Regent Acad Aff Ch
Dean Arts & Science
Dean Business
Dean Grad. & C. E.
Registrar
Student Senate Rep.
Reg Exec Ch (Ex Off)

STUDENT AFFAIRS LEADERSHIP COUNCIL
Tier 2

V.P. Student Affairs (Chair)
Union Director
Student Body President
Regents Exec Ch (Ex Officio)
Faculty Senate Rep
Dean of Students
Regent Stud Aff Ch
Registrar
Dir Counsel Center

ATHLETIC LEADERSHIP COUNCIL
Tier 2

Athletic Director (Chair)
Beaver Boost. Chair
Fac. Ath. Repres.
Reg Ex Ch (Ex Off)
Reg Athletics Chair
Ath Pol Com Chair
Phy. Ed. Dept. Chair
Student Senate Rep.

OTHER LEADERSHIP COMMITTEES
Tier 3

Facilities Leadership Council
- Vice President for Business Affairs (Chair)
- Vice President for Academic Affairs
- Vice President for Student Affairs
- Director of Development
- Athletic Director
- Physical Plant Director
- Designated Regent

Investment Leadership Council
- Comptroller (Chair)
- Vice President for Business Affairs
- Director of Development
- Designated Regent

Auxiliary Services Leadership Council
- Comptroller (Chair)
- Physical Plant Director
- Director of University Relations
- Designated Regent

Scholarship Awards Leadership Council
- Director of Financial Aids (Chair)
- Vice President of Student Affairs
- Registrar
- Dean of Students
- Faculty Representative
- Student Representative
- Designated Regent

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OTHER LEADERSHIP COMMITTEES*
Tier 3

Arts & Sciences Leadership Council
- Humanities Leadership Council (Tier 4)
- Math & Comp. Science Leader. Council (Tier 4)
- Music Leadership Council (Tier 4)
- Science Leadership Council (Tier 4)
- Social Science Leadership Council (Tier 4)
- Soc. Work & Crim. Jus. Leader. Council (Tier 4)

Educ. & Human Services Leadership Council
- Comm. Disorders Leadership Council (Tier 4)
- Ed. & Psychology Leadership Council (Tier 4)
- Physical Education Leadership Council (Tier 4)
- Special Education Leadership Council (Tier 4)
- Laboratory School Leadership Council (Tier 4)

Business Leadership Council
- Accounting Leadership Council (Tier 4)
- Business Adm. Leadership Council (Tier 4)
- Off. Adm.. & Bus. Ed. Leader. Council (Tier 4)

Nursing Leadership Council
Grad. School Leadership Council
Continuing Education Leadership Council
Library Leadership Council

OTHER LEADERSHIP COMMITTEES
Tier 3

Student Activities Leadership Council
- Dean of Students (Chair)
- Student Union Director
- Retention Counselor
- Counselor
- Two Student Senate Appointees
- Designated Regent

Student Services Leadership Council
- Director of Counseling Center (Chair)
- Bookstore Manager
- Career Counselor
- Two Student Senate Appointees
- Designated Regent

OTHER LEADERSHIP COMMITTEES
Tier 3

Sports Leadership Council
- Athletic Director (Chair)
- Head Tennis Coach
- Head Football Coach
- Head Basketball Coach
- Head Volleyball Coach
- Head Baseball Coach
- Head Track Coach
- Head Golf Coach
- Head Cross Country Coach
- Head Wrestling Coach

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* See ancillary organization chart for additional detail on committee membership.

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MINOT STATE UNIVERSITY

GRADUATE SCHOOL LEADERSHIP ORGANIZATION

GRAD. SCHOOL LEADERSHIP COUNCIL Tier 3	
Dean of GS & CE (Chair)	Chairs Grad. Council
Select GS & CE Students	Designated Regent
Student Senate Rep.	Other Constituents

CONTINUING EDUCATION LEADERSHIP ORGANIZATION

CONTINUING ED. LEADERSHIP COUNCIL Tier 3	
Dean of GS & CE (Chair)	Select CE Faculty
Select GS & CE Students	Designated Regent
Student Senate Rep.	Other Constituents

LIBRARY PLANNING LEADERSHIP ORGANIZATION

LIBRARY LEADERSHIP COUNCIL Tier 3	
Library Director (Chair)	Library Staff
Select Faculty	Designated Regent
Student Senate Rep.	Other Constituents

COMMUNITY PROFILE

Memorial Library serves a student population which numbers approximately 3300 FTE, of whom roughly 3000 are undergraduates and 300 are graduate students. Master's degrees are offered in eight programs. Because an overwhelming proportion of the university's students are undergraduates, the library collection at Memorial Library exists principally to support teaching and learning rather than to support extensive research in all areas of scholarly endeavor. However, the library must ensure that its collection in subject areas which offer graduate work is adequate to support the university's graduate program, since graduate students tend to place disproportionately heavy demands on library resources.

Several characteristics of the student population at Minot State University merit special attention by the library staff. Three of the most noteworthy features of the student population are:

1. In recent years the number of nontraditional students (i.e., students over the age of 27) has increased significantly. Such students now account for nearly one-quarter of the enrollment at Minot State University. It is likely that a significant number of nontraditional students are the parents of young children. Insofar as resources will permit, the Library should make an effort to ensure that it is open at times which are convenient to this segment of the student population.

2. The university has dormitory space for approximately 740 students. Nearly three-quarters of the student population lives off-campus. It is essential that Memorial Library provide adequate study space to accommodate those students who commute to school.

3. The academic potential of incoming MSU students, as measured by average scores on the ACT, is slightly below the state and national averages. It is therefore likely that many students who first come to Minot State University will be lacking in basic library use skills. Research has shown that there is a significant positive correlation between a student's proficiency in using the library and that student's academic performance. Memorial Library can and should provide MSU students with at least basic training in the use of information sources and services which are available to them on this campus.

Memorial Library provides service to 163 FTE faculty, all

of whom carry heavy teaching and advising loads. The average teaching load at MSU is approximately 14 hours per quarter with eight preparations per year. The average faculty member advises 20 students per quarter. In recent years the university has made a concerted effort to encourage research and other non-teaching scholarly activity. However, this initiative has been constrained by heavy classroom responsibilities, by a lack of release time for research, and by a lack of financial support for research and non-teaching scholarship.

It is apparent that Memorial Library has an obligation to support the teaching responsibilities of the MSU faculty. Teaching is central to the mission established for Minot State University by the State Board of Higher Education. However, if the MSU faculty is to develop its research potential, the library will need to provide support services which maximize faculty productivity. Specifically, the library can:

1. Continue to facilitate the identification, location, and acquisition of scholarly materials which are needed by the faculty for research purposes but which otherwise do not merit acquisition by Memorial Library

2. Relieve the faculty of the need to be physically present in the library in order to exploit available information sources and services

3. Relieve the faculty of responsibility for instructing students in the use of information sources and services which are available at Memorial Library

Memorial Library provides service to professional, administrative, and support staff at Minot State University. These personnel typically use the library as a source for information to aid them in the decision-making process. Administrative and professional personnel do not place heavy demands on the library for information. Consequently, the library does not develop services or collections specifically to meet the needs of this client group. However, the library does make an effort to satisfy the information needs of the university administration by using sources and services which have been developed to meet the needs of faculty and students.

Memorial Library accepts that it has a commitment to provide limited information service to all citizens of the state of North Dakota, particularly those who reside in the northwestern portion of the state. However, service will be provided to persons not directly affiliated with Minot State University only as resources permit and only so long as the provision of such service does not impair the library's ability to serve its principal clientele.

ASSESSMENT OF CURRENT LIBRARY PERFORMANCE

Several objective and subjective criteria can be used to assess the adequacy of Memorial Library's facilities, resources, and services. The most important objective criteria are contained in the "Standards for College Libraries", which were promulgated by the Association of College and Research Libraries (ACRL) in 1986. The ACRL standards serve as guidelines for determining minimum levels of performance in the provision of facilities, resources, and services by libraries that serve predominantly undergraduate populations. The following assessment of Memorial Library's present level of service to the MSU community draws heavily on the "Standards for College Libraries" for guidance.

Because the ACRL standards simply prescribe minimum levels of performance, the standards assist only in identifying those areas in which a library is weak. The standards do not adequately provide for the identification of a library's strengths, nor do they offer significant guidance for the qualitative improvement of library resources and services. These shortcomings in the ACRL standards can be overcome by using additional criteria in the assessment process. Where appropriate, the assessment of Memorial Library's performance in meeting the information needs of the MSU community has been supplemented by other performance measures.

FACILITIES

The present library building at Minot State University was constructed in 1959 to house a collection of 100,000 volumes and to support an enrollment of approximately 1000 students. As a cost saving measure, provisions for expansion of the present library building were removed from the building's design at the time of construction. During the ensuing three decades both enrollment and the size of the library's collection have trebled. The Library has expanded its services to include an audiovisual center and microcomputer lab, neither of which was anticipated when the present library building was conceived. As a direct result of the growth of the university and the expansion of the library's services, the building which presently houses Memorial Library is wholly inadequate to meet the needs of the university community. Table 1 illustrates the dramatic changes in the use of library floor space since Memorial Library first opened its doors thirty years ago.

TABLE 1

CHANGING SPACE UTILIZATION IN MEMORIAL LIBRARY 1959-1988
(Space figures shown are in square feet)

YEAR	1959	1971	1983	1988	1988 ACRL Recommendation
Enrollment	1400	2740	2985	3365	
Collection space	7000	8885	12,160	13,138	28,454
Study space	8050	6165	3464	2020	28,875
Staff work area	5873	5873	3363	3293	7,600
AV/Microcomputer	NA	NA	1936	2472	12,100
Total usable area	20,923	20,923	20,923	20,923	77,029

Note: The audiovisual area and collection were added in 1976. This required 1936 square feet. This space was reclaimed on the lower level of the library building. 968 square feet are allocated to user stations and 968 square feet are allocated for the nonprint collection. In 1986 the library added a microcomputer facility which increased the total space allocated for its audiovisual services. The library also has a 906 square foot remote storage area located in the basement of Pioneer Hall. This area is not included in these totals.

No weakness in the present library facility is more evident than the lack of study space sufficient to accommodate the university's present and anticipated enrollment. The ACRL standards recommend that a library building provide study space for 25 percent of the institution's student population. Memorial Library can presently accommodate only 3 percent of the enrollment at Minot State University. Indeed, the present library facility is large enough to support an enrollment of only 432 students in addition to the library's current collection of print and nonprint resources. It is highly unlikely that the existing library building can be modified to significantly increase this figure.

Student study space is not only in short supply, but is unevenly and inadequately distributed throughout the building. Virtually all of the library's seating is concentrated in a single, large, open reading room where any distraction will disturb all library users. Such distractions are all too common

because the present library building was constructed using concrete floors covered with battleship linoleum. This flooring serves as an effective conduit to carry even low levels of noise throughout the building. Unfortunately, there is relatively little which the library staff can do to reduce this noise level since some degree of noise is necessarily associated with any type of human activity.

The present library facility fails to meet ACRL standards for staff work area. The standards recommend a staff work area totaling 7600 square feet. The existing configuration, which is largely dictated by the library building, provides for a staff work area of only 3,293 square feet. These cramped conditions are neither conducive to high morale nor to high productivity. The relative proximity of many staff work areas to student study areas exacerbates the noise problem which was described in the preceding paragraph.

The ACRL standards recommend that Memorial Library's collection of materials should be housed in an area 28,454 square feet in size. In the present building the library's collection is stored in an area less than half this size (13,138 square feet). The area devoted to housing the library's collection has been compressed largely by reducing the width of aisles between book stacks. As a result, most of the library's materials are accessible only with some difficulty to a great many library users, particularly those with physical handicaps. It is likely that the existing collection space has been compressed as much as is feasible. Unless alternate storage space can be acquired or developments in technology drastically reduce the annual output of monographs and serials, it is probable that the size of the library's collection will have to be capped at some point in the near future.

Memorial Library has attempted to cope with its spatial limitations by dispersing library materials to remote locations on campus. The library maintains a remote storage site in the basement of Pioneer Hall. Older or infrequently-used materials are stored in this facility and retrieved by a member of the library staff when those materials are requested by a library user. This is not an ideal arrangement at a teaching institution where serendipity and shelf-browsing play a substantial role in the information gathering process. It is unfortunate, but all too often true, that materials which are not on a publicly accessible shelf when a student comes to the library in search of information may as well not exist in the universe of recorded knowledge. The library's collection of over 64,000 maps is located in Cyril Moore Hall and therefore unavailable during evening and weekend hours when the library itself is open.

The lugubrious fact of the matter is that demands placed on the existing library building are far in excess of its capability to provide for the needs of the student population, to house the library's collection, and to provide an acceptable work area for the library staff. Construction of a new library facility at Minot State University was first proposed nearly twenty years ago. The need for a new library building has only increased over time.

The university community anticipates that financial support for a new library facility eventually will be forthcoming. In the meantime, the library staff will have to devise effective, creative, if occasionally unpopular, strategies for coping with the constraints imposed by the existing building.

LIBRARY MATERIALS

Memorial Library's current holdings exceed 261,000 volumes of print materials including books, bound periodicals, and government documents. The book volume count is now approximately 122,000 volumes and has grown at an average rate of 3 percent annually over the past five years. If that trend continues, the growth of the library's book collection will be as follows for the five-year period 1990-1994:

TABLE 2

PROJECTED GROWTH OF MEMORIAL LIBRARY BOOK COLLECTION

1990	125,660	volumes
1991	129,430	volumes
1992	133,313	volumes
1993	137,312	volumes
1994	141,431	volumes

Memorial Library also contains 37,600 volumes of bound periodicals, 103,000 volumes of state and Federal government documents, 340,700 microform units, and 9500 volumes of nonprint materials (i.e., filmstrips, videocassettes, sound recordings, etc.). The aggregate size of Memorial Library's collection, exclusive of the map collection located in Cyril Moore Hall, is 297,940 volumes. This count includes books, bound periodicals, and nonprint materials and uses a volume-equivalent calculation recommended by the ACRL standards to account for microform materials in the library's collection.

The ACRL "Standards for College Libraries" provide a formula which is used to compute the minimum acceptable size for a college library given inputs such as the size of the student body, the number of faculty, and the number of degree programs offered by the parent institution. Table 3 illustrates the application of the ACRL formula to Memorial Library and Minot State University.

TABLE 3

APPLICATION OF ACRL STANDARDS FOR LIBRARY
COLLECTION SIZE AT MINOT STATE UNIVERSITY

ITEM	ALLOWANCE	MSU ALLOWANCE
Basic core collection	85,000 volumes	85,000 volumes
Allowance per FTE Faculty: (163 x 100)	100 volumes	16,300 volumes
Allowance per FTE Student: (3300 x 15)	15 volumes	49,500 volumes
Allowance per Undergraduate: major or minor field (49 x 350)	350 volumes	17,150 volumes
Allowance per Masters field: (8 x 3000)	3,000 volumes	24,000 volumes
Minimum size of holdings according to ACRL standards		191,950 volumes

Based on the foregoing assessment, it would appear that Memorial Library's collection is more than adequate to meet the teaching, learning, and research needs of the university community. This appearance is misleading. While it is true that Memorial Library's collection exceeds the minimum size recommended by the ACRL standards by 55 percent, an assessment of collection quality indicates that there are many fundamental deficiencies in key areas of the library's collection. These deficiencies will need to be corrected if the library is to provide an adequate level of instructional support for the university's curricula.

While collection development has taken place at Memorial Library throughout its history, the pattern of such activity can best be described as isolated and sporadic. The library's holdings in some subject areas are quite strong, while other areas have been neglected by materials selectors for a very long time. A generous gift on the part of an individual has allowed the formation of the Regional Science Center, which buys numerous geology and earth science publications each year. As a result, the library's holdings in this area are much stronger than they otherwise would have been. Similarly, the diligent selection of books in music has, over time, enabled the library to acquire 76 percent of the music materials listed in Books for College Libraries (ALA, 2d ed.), as well as 52 percent of the reference

materials and 65 percent of the general books listed in A List of Books on Music (National Association of Schools of Music, 1977). On the other hand, during the summer of 1989 the library staff used the third edition of Books for College Libraries (ALA, 1987) to assess the quality of the library's holdings in several major subject areas. The findings of this assessment were most disappointing. At the time the assessment was made, Memorial Library held approximately 35 percent of the recommended titles in literature and language; 25 percent of the recommended titles in philosophy, religion, and the social sciences (including business administration and finance); and 39 percent of the recommended titles in education.

Plainly the library's book collection is qualitatively inadequate in several important subject areas. The library staff is aware of this deficiency and has undertaken steps to correct it. The library reorganized its collection development process in 1988. The details of this reorganization are discussed in the section of this document which assesses library services. It is anticipated that this reorganization will enable the library to better manage its collection. However, suitable human and financial resources will have to be made available for collection development purposes if the library is to build a book collection that is adequate to meet the needs of the university community.

The library's collection of magazines and journals is often criticized as inadequate by faculty and students. Objective assessment of the quality of this collection is virtually impossible because no list of recommended titles analogous to Books for College Libraries exists for periodical publications. The library presently uses two sources of data to evaluate its periodical collection. These evaluations attempt to measure the extent to which the existing periodical collection meets the expressed information needs of students, faculty, and staff. These assessments are summarized below.

During the period 1986-1988 the library conducted a study of recorded and in-house use of periodical titles held by Memorial Library. This assessment allows the periodicals librarian to determine which titles are not being used and are therefore suitable for cancellation. The results of this survey showed that 256 titles received fewer than ten uses over the course of a two year period. This represents 15 percent of the titles in the library's periodical collection. While the library does not presently subscribe to all of these publications, it will need to reconsider its decision to subscribe to many of those seldom-used titles which it still receives.

Titles which are not presently owned by Memorial Library but which are of demonstrated use to students and faculty can be identified through monitoring of article requests placed with the Interlibrary Services unit. Guidelines promulgated by the American Library Association's Committee on New Technology Uses (CONTU) recommend that each year a library request only five articles published during the preceding five years in a journal which the library does not own. Many libraries, including Memorial Library, use this guideline to target journal titles for

selection. If requests for articles published in a magazine or journal exceed the limit imposed by the CONTU guidelines, the Interlibrary Services staff so advise the periodicals librarian in order that s/he may consider the affected title for addition to the library's collection. During 1989 this form of ongoing assessment identified only seventeen titles which merited the consideration of the periodicals librarian. Since this number is only 2 percent of total current periodical subscriptions, it would seem that Memorial Library's periodical collection better meets the needs of the university community than faculty and student complaints would indicate.

Memorial Library's collection of government publications numbers 103,000 volumes. The library is a selective depository for United States government documents and a depository library for North Dakota state government publications. The ACRL standards do not provide a separate mechanism for evaluating government publications collections. However, the library's Federal document depository collection is regularly inspected by a representative of the Superintendent of Documents. The last such inspection took place in July, 1989. At that time the library's collection of government publications was found to be well selected, well organized, and adequately staffed. The library was advised to consider adding records for its government publications collection to the online catalog database. It was also suggested that the library investigate acquiring government publications indexing tools in optical disc format. Both are eminently sensible recommendations which merit consideration by the library staff.

The library has an excellent collection of microform resources. The most important component of this collection is produced by the Education Resources Information Center (ERIC). The ERIC microfiche set reproduces fugitive documents (e.g., conference papers, curriculum guides, theses, and other unpublished materials) dealing with topics in education and allied fields. This collection is very heavily used by students from the College of Education and Human Services, as well as by students enrolled in other degree programs on campus. Memorial Library holds all ERIC microfiche documents produced after 1979 and is able to obtain microfiche copies of earlier documents from the University of North Dakota through interlibrary loan. Copies obtained in this fashion are then added to Memorial Library's holdings of ERIC documents. While the library has not attempted to assess user satisfaction with its holdings of ERIC documents, only a very few must be requested from other libraries each year. In addition to the ERIC collection, the library maintains backfiles of a number of information sources in microform. These sources include the New York Times, Minot Daily News, and many important scholarly publications. Although no data have been collected to assess user satisfaction with these materials, it appears that this collection is adequate to meet the needs of the university community.

Memorial Library's collection of information resources, while larger than the minimum established by the ACRL standards,

contains many key weaknesses which the library staff will have to address. The quality of the book collection is a particular source of concern, since a selective assessment of that collection has determined that the library owns a disappointingly small proportion of the titles which subject specialists have determined are essential for any academic library. The library needs to build on the strengths that it has developed in areas such as music and earth science and to improve markedly its holdings in areas such as language and literature, the social sciences, and education. This will require a continued commitment of human resources for purposes of ongoing collection assessment and materials selection. The university will also need to make a sustained financial commitment to the development of the library's book collection if that collection is to become adequate to support teaching and learning at Minot State University. The library's periodical collection will require careful monitoring and continued assessment if it is to meet the needs of the university community while coping with the burden of ever-increasing subscription costs. The library also needs to investigate the use of information technology to provide better access to its government publications collection.

SERVICES

Given the serious deficiency of the library building and the weaknesses in the library's collection which have been previously noted, the library staff must provide service of the highest possible quality if the library is to have a significant role in the educational process at Minot State University. Memorial Library's record of providing effective library service has been of uneven quality in the past. The library has taken a number of steps, including an internal restructuring of its staff, to improve the quality of information services available to the university community. The effects of these changes have been positive. It is anticipated that the quality of library service will continue to improve.

REFERENCE AND COMPUTER ASSISTED REFERENCE SERVICE

The library has not established any internal guidelines for the assessment of reference service nor has Memorial Library articulated a formal philosophy of reference service. The ACRL standards are of little assistance in evaluating reference service, since they recommend only that a library should provide its user community with assistance in locating information. This Memorial Library does, but the efficacy of reference service at Minot State University is chiefly a matter of individual perception.

The Reference unit at Memorial Library is staffed exclusively by professional librarians. While this is in accordance with generally accepted practice in academic libraries,

it is clear that some members of the professional library staff are uncomfortable with the present level of their reference skills. As with most other abilities, skill in providing reference service is enhanced by providing such service on a regular basis. Most librarians are assigned to provide reference service for only one or two hours per day, five days per week. This is not sufficient for them become familiar with a wide variety of information sources. Frustration is evident and understandable when a particularly challenging question requires the consultation of an obscure reference title which the librarian on duty has not used since graduate school. The library must devise an effective strategy to enable librarians who provide reference service to sharpen and maintain their reference skills.

Memorial Library has made a strong commitment to use new information technology to improve its reference and information service. During 1989 the library implemented an online catalog of its book and audiovisual materials. In that same year the library introduced three public-access indexing services recorded in machine-readable, optical disc (CD-ROM) format. Support for the use of these new information gathering tools is divided between the library's reference unit and the Library Instruction Program. The reference unit assumes responsibility for providing informal, point-of-use training in the use of electronic information sources. The Library Instruction Program is responsible for providing formal training to groups of faculty and students. All members of the reference staff have received formal training in the use of the online catalog. Staff training in the use of CD-ROM databases has been almost exclusively informal. Given the likely proliferation of electronic reference sources in the future, improved staff training in the effective use of such sources is essential if end-users of CD-ROM databases are to be assured of competent assistance.

The introduction of CD-ROM databases has had a profound impact on the library's Computer Assisted Reference Service (CARS) unit. Prior to the introduction of the public access CD-ROM workstations, CARS staff performed an average of over 40 searches per month. During the ensuing time period the number of searches performed each month has declined by 75 percent. Online searching skills, like conventional reference skills, are best maintained through regular practice. Because of the drastic decline in the amount of librarian-mediated database searching at Memorial Library, it is likely that the searching skills of the CARS staff have deteriorated from lack of use.

Faculty and students now have access to the library's online catalog via the North Dakota Higher Education Computer Network (HECN). Remote use of the online catalog is difficult to measure, but the volume of such use seems likely to increase in the future. While not presently available at Memorial Library, remote access to the CD-ROM databases is a technical possibility. Faculty have expressed an interest in gaining access to these databases from departmental offices. The library may wish to consider such requests very carefully in light of the potential which remote access represents for improved faculty productivity.

Assessment of the present quality of reference service at Memorial Library is difficult because the library lacks criteria to perform such an evaluation. Establishment of a suitable process of ongoing reference assessment needs to be a priority in the future. The library must ensure that the skills of librarians who perform reference work are developed to their fullest potential and that the skills of the reference staff do not atrophy from lack of use. The library needs to consider the impact that new technology will have on reference work and should at the earliest possible date adopt a formal strategy for incorporating electronic information sources into its operations. Finally, the introduction of CD-ROM technology has greatly reduced the utility of online searching to the university community. The library needs to reconsider the role that CARS will play in the future provision of library service.

BIBLIOGRAPHIC INSTRUCTION

The Library Instruction Program (LIP) exists to support Minot State University's commitment to teaching and research. The LIP seeks to provide students, faculty, and staff with training in the effective and efficient use of those information sources and services which are available at Memorial Library.

The position of Coordinator for Bibliographic Instruction was created in September 1988 in response to the perception by the library staff that many students were lacking in basic information gathering skills and in anticipation of the implementation of the library's online catalog. During the spring 1989 quarter the Coordinator submitted to the faculty a questionnaire which asked the faculty to identify the most appropriate means of providing library instruction at Minot State University. The faculty who responded to this survey indicated that library skills can best be formally taught in the context of actual course-related assignments. In order to accommodate faculty perceptions of the university's service needs, the LIP has initiated a bibliographic instruction program based largely on classroom presentations.

As previously noted, the library implemented its online catalog and introduced three public access CD-ROM databases during the summer of 1989. The need for formal online catalog education has been demonstrated by researchers at Northwestern University. The library staff believes that the need for instruction in searching CD-ROM databases is analogous to the need for online catalog education, since both involve the application of technology to information storage and retrieval. In order to meet this anticipated need, the LIP has developed a series of voluntary workshops and in-class presentations which instruct in the use of electronic information gathering tools.

Over 900 students and faculty, or roughly 25 percent of the library's principal user groups, have received some form of instruction in the use of the online catalog and/or CD-ROM databases during the first two quarters of the 1989-1990 academic year. Responses obtained from students and faculty who attended these sessions have been very positive. The LIP has provided

written evaluation forms to persons who attend its voluntary workshops. These evaluations generally indicate that attendees found the workshops to be both enjoyable and informative. Informal communication with faculty members indicates that most are pleased with the content and presentation of LIP sessions that they have arranged for their classes.

At present, faculty and students appear to be satisfied with instruction offered by the LIP. All available evidence suggests that the LIP has been successful at introducing the university community to electronic information sources. However, this is largely a transitory role. The novelty of electronic reference tools has made the LIP very relevant to the immediate instructional needs of many students and faculty. Nevertheless, it is anticipated that this novelty will evaporate over the course of time. The LIP must establish a justification for its existence separate from new information technologies if the program is to maintain its viability after the online catalog and CD-ROM databases have been incorporated into the information gathering habits of a large number of MSU students.

It is difficult to assess the effectiveness of the LIP in meeting the actual need for library instruction at Minot State University because the need for instructional services itself has never been clearly established. The library staff and many members of the faculty have presumed that need is strong, particularly for entering freshmen and beginning graduate students. This presumption, however, has not been empirically tested. Doubtless there are students on campus who could benefit greatly from a library instruction program. Their identities and number are presently unknown. It is also unclear whether a sufficient number of faculty require students to use the library extensively enough to provide adequate reinforcement for library skills which might be taught in a formal instructional program. If the LIP is to sustain the momentum which it has established during the first two years of its operation, these questions must be addressed before the goodwill that the program has established is expended.

CIRCULATION

The circulation function at Memorial Library is well-organized and efficiently run. It is seriously constrained, however, by the library's continued reliance on a manual filing system to maintain circulation transaction records. The present library circulation system has been in place since 1977. In the thirteen years following the inception of this system enrollment at Minot State University has increased by 33 percent and the annual gross circulation of library materials has increased by 30 percent. Because of these increases the existing circulation system is no longer adequate to meet the library's present or anticipated records management needs.

The qualitative deficiencies of a manual circulation system are apparent. Under such a system library users must complete a

separate transaction card for each item borrowed. This is laborious and time consuming, particularly if an individual library user wishes to borrow a number of items. Since counter space at the circulation desk is at a premium, the delays imposed by this method of collecting essential information often result in long lines of persons who seek to borrow library materials. These delays are particularly acute during peak hours of the day.

Other libraries have experienced a significant reduction in per capita circulation as a result of the long circulation transaction time imposed by manual circulation systems. Memorial Library appears to be experiencing such a decline. Table 5 illustrates that per capita circulation has declined in four out of the past five years. Overall, per capita circulation has decreased 12 percent since 1985.

Table 5

PER CAPITA CIRCULATION OF LIBRARY MATERIALS (ALL CLASSES)
1984/85-1988/89

Year	FTE Enrollment	Gross Circulation	Per capita Circulation
1989	3313	43,936	13.36
1988	3038	42,815	14.09
1987	2825	40,193	14.23
1986	2774	39,438	14.22
1985	2783	42,029	15.10

Academic libraries often automate their circulation functions in order to recapture circulation lost to the degradation of their manual circulation systems. Implementation of an automated circulation system by Memorial Library is presently underway. The system is scheduled to be operational in September 1990. In addition to the recapture of lost circulation transactions, the library anticipates several qualitative improvements in circulation services as a result of the automation of its circulation function. These benefits include:

1. Improved retrieval of circulation records as a result of the introduction of multiple access points (e.g., borrower name, title of work, etc.). At the present time, circulation records are retrievable only by call number.

2. Decentralized access to item availability status information. The circulation system is integrated with the online catalog. Catalog users will be able to issue a display status command from any terminal to determine whether or not a given item is presently charged to

another borrower.

3. Improved monitoring of the use of library materials. Library personnel will be able to determine which subject area collections are most heavily used. This information is invaluable in setting priorities for the library's materials budget.

4. Improved processing time for reserve items. Materials can be placed on reserve quicker than is possible with a a manual reserve system. Students will be better able to identify items which have been placed on reserve.

Implementation of the automated circulation system is the highest priority for this area of the library's operations.

INTERLIBRARY SERVICES

The interlibrary services (ILS) unit exists to supply the library's user community with physical access to materials owned by other libraries. The ILS staff locate and acquire by loan or by photoreproduction those information sources which are needed to support specific teaching, learning, and research activities but which otherwise do not merit permanent acquisition by Memorial Library. The ILS staff also make Minot State University's information resources available to scholars throughout the United States.

Performance of the ILS unit has improved greatly over the course of the past two years. As a result of these improvements, Memorial Library is able to provide the university community with rapid access to a wider range of information resources than has been available to faculty, students, and staff at any time in the university's history. Specific performance enhancements include:

1. Introduction of emergency, same-day availability of article reproductions via telefacsimile technology.

2. Expansion of the university's borrowing/lending area for faculty requests to include all libraries in the United States and expansion of the library's borrowing area for graduate student request to include libraries in ten other states.

3. Negotiation of reciprocal borrowing/lending agreements with libraries in Indiana, Kentucky, Ohio, New Hampshire, Louisiana, California, and Arkansas.

4. Delivery of items obtained by the ILS unit to faculty and student campus addresses.

These improvements in service have not compromised the ILS unit's cost efficiency. Prior to 1989 Memorial Library was party to an agreement for interlibrary services with Minitex, an agency of the state of Minnesota. Access to materials was restricted to those items owned by libraries in Minnesota, Wisconsin, and Iowa. Effective July 1, 1989 the cost of maintaining this agreement rose to $7.57 per transaction. By cancelling this agreement and establishing its own borrowing arrangements with other libraries, the ILS unit has been able to provide access to a much wider range of materials at an average cost of $5.25 per transaction. Reciprocal agreements, through which Memorial Library and other libraries agree to supply each other with materials at no charge, have also aided the cost performance of the ILS unit.

Resource limitations presently restrict Memorial Library's ability to provide the same level of service to all members of the university community. The library's borrowing areas for faculty and graduate students have been previously noted. At the present time, requests placed by undergraduate students are submitted only to other libraries in the state of North Dakota. If sufficient resources can be made available to cover the cost, the library would like to be able to provide materials free of charge to faculty and graduate students and to absorb charges up to $5 per transaction for undergraduate students. This would permit the library to offer even greater access to information resources and would contribute to the improvement of student research at Minot State University.

During the past year Memorial Library has negotiated reciprocal borrowing/lending agreements with twelve libraries. The impact of these agreements to date has been modest. Nevertheless, the ILS staff feel that such agreements can play a significant role in reducing the cost to Memorial Library of providing future interlibrary services. The ILS unit plans to aggressively pursue such agreements in the future in order to be able to obtain the widest variety of materials for the university community at the lowest possible cost.

Since the introduction of the library's online catalog and three CD-ROM databases in the summer of 1989, library users' awareness of the range of materials available to meet their information needs has increased dramatically. This has led to an increased demand for interlibrary services as well as an increased need for resources to meet this demand. The ILS staff have demonstrated considerable creativity in coping with the increased volume of interlibrary service transactions. Nevertheless, assessment of the present internal operation of the ILS unit is problematic. Given the unit's small staff and heavy workload, rapid processing of interlibrary transactions requires a high level of efficiency. However, no data regarding the relative efficiency of Memorial Library's ILS unit have been collected. The ILS staff will attempt to remedy this limitation by collecting baseline data for transaction processing time. Once an average

processing time has been established, the ILS staff will set reasonable performance goals, establish procedures which ensure the timely processing of interlibrary services requests, and monitor the department's progress in meeting these goals.

COLLECTION DEVELOPMENT

During 1988 Memorial Library initiated a major reorganization of its collection development and acquisition process. Under this restructuring, individual librarians have been assigned to serve as collection development liaisons to major academic units on campus. In consultation with appropriate members of the faculty in each unit, the liaisons:

1. Select new titles for acquisition by the library
2. Evaluate the library's holdings in specific subject areas
3. Maintain a current awareness service to advise the faculty of new monograph and nonprint titles which have been produced in the faculty's subject area(s)
4. Monitor the expenditure of monies from the several library materials funds and advise the faculty of progress in the expenditure of their portion of the library materials budget over the course of the academic year

Collection development activities are supervised by the Coordinator for Collection Development. The Coordinator assists the Library Director in allocating the library materials budget among the major academic units, provides direction and assistance to the collection development liaisons, monitors the expenditure of the materials budget, and manages the support staff in the acquisitions unit. Creation of the Coordinator's position has provided better management of routine collection development activities and better direction for special projects such as collection assessment and evaluation.

Several intangible benefits have accrued to the library and to the university as a result of the restructuring of collection development responsibilities. First and foremost, communication between the faculty and the library has been greatly improved. As a result, the library is better able to anticipate the faculty's need for information resources to support teaching, learning, and research. Orders for library materials are more evenly distributed throughout the calendar year, which assists the library's technical processing staff in maintaining an even and orderly workflow. Librarian involvement in the collection development process has given the library better control over the expenditure of its materials budget and by so doing has reduced the amount of funds which remain unspent at the end of the fiscal

year.

While restructuring has greatly improved the performance of collection development at Memorial Library, that improvement has been mitigated by the library's need to allocate human resources in support of a diversity of services. Collection development is an investment of staff time whose benefits accumulate as the library's collection becomes increasingly capable of meeting the information needs of the library's user community. Typically this takes place at a pace which is so incremental as to be imperceptible. The need for other library services is often more immediate and more tangible than the need for effective collection development. As a result, collection development is easily relegated to a lower priority than is justified by its contribution to the fulfillment of the library's mission. The Coordinator and each of the liaisons have service responsibilities in other areas of the library's operation which have tended to divert their attention from collection development activities. In order to ensure that no activity commands a disproportionate share of the organization's scarce human resources, the library needs to assess and articulate the priority of collection development in relation to its other services.

TECHNICAL SERVICES

Memorial Library's Technical Services unit is charged with responsibility for acquiring, organizing, and preparing for ultimate use all materials which have been selected for addition to the library's collection. Activities in this unit are directed by the Technical Services Librarian. The Technical Services Librarian supervises the work of the Serials Librarian and 2.75 FTE clerical and support staff.

Although library technical processing involves a number of very labor intensive activities, the Technical Services unit does not presently employ on a full-time basis any personnel whose work responsibilities are limited to technical services functions. Automation has allowed this unit to achieve a very high level of efficiency, if efficiency is measured solely in quantitative terms. However, some of the gain in the Technical Services unit's aggregate output has come at the expense of compromises in the quality of the unit's work.

Clerical and support staff functions in the Technical Services unit are performed in a competent and timely manner. However, most of the support staff in this unit are employed on a part-time basis. Little leeway exists to provide sufficient human resources to meet the demands of special projects or a large increase in the volume of the unit's work.

Professional activities in the Technical Services unit have been constrained by the library's need to divert the efforts of the unit's two librarians to activities which are centered elsewhere in the library (e.g., automation, reference, collection development). The library needs to ensure that professional technical services functions are not slighted in favor of other

library activities.

AUDIOVISUAL SERVICES

The ACRL "Standards for College Libraries" do not explicitly provide for the evaluation of audiovisual services, since many small academic libraries do not possess sufficient resources to support extensive collections of nonprint materials. It is therefore necessary to assess the adequacy of Memorial Library's Media Services unit using the "Guidelines for Audiovisual Services in Academic Libraries", which were promulgated by the ACRL Audiovisual Committee in 1987. The ACRL guidelines for audiovisual services duplicate many of the criteria used by "Standards for College Libraries" to assess the overall adequacy of library facilities, resources, and services. The following discussion, therefore, will attempt to focus on those concerns which have a special importance for the provision of audiovisual services at Memorial Library.

It has been established elsewhere in this document that the existing library building is insufficient to meet the general needs of the university community. It remains only to be noted that, in addition to its other inadequacies, the existing library building does not provide sufficient space, wiring, or environmental conditions for the effective use of many audiovisual materials. Some of the technologies supported by the Media Services unit had not been developed at the time that the present library building was constructed. The failure of this facility to allow for the effective provision of audiovisual services is therefore as predictable as it is acute.

The ACRL guidelines do not specify a minimum size for an academic library's collection of nonprint materials. Memorial Library's current collection of audiovisual materials and machine-readable data files numbers approximately 9500 items. Responsibility for the selection and acquisition of audiovisual resources is divided between the Media Services unit and the library collection development liaisons. Each of the liaisons may allocate 10-15 percent of his/her academic unit's portion of the materials budget for the acquisition of nonprint materials. In addition to this commitment, the Media Services librarian is allocated a portion of the library materials budget for the purchase of audiovisual resources.

During the past three years the Media Services librarian has conducted an ongoing assessment of the library's collection of audiovisual materials. As a result of this assessment, many damaged, dated, or infrequently-used materials have been removed from the library's collection. Because the library has chosen to emphasize the acquisition of current nonprint resources, funding to replace discarded materials has been limited.

Unlike most print resources, audiovisual materials require some sort of hardware in order to be viewed and/or heard. The Media Services unit provides equipment needed for listening to and viewing materials recorded in all formats contained in the library's nonprint collection. Operation of the Media Services

unit has been impaired in recent years by a shortage of funds to acquire new playback equipment and to replace outdated or defective equipment.

At the present time the Media Services unit is staffed by a professional librarian and one FTE support staff. The library has an obligation to provide its user community with training and assistance in the operation of audiovisual playback equipment. In order to ensure that this support is available, either the Media Services librarian or his/her assistant should be available for consultation during regular business hours. Under normal circumstances this requirement poses no difficulty. However, extraordinary circumstances such as illness or vacation periods frequently place considerable strain on the human resources of the Media Services unit. The library needs to ensure that it can provide support for the use of audiovisual equipment in the event that one or both of the Media Services personnel are temporarily unavailable.

The growth of the library's holdings of nonprint materials have made increased demands on the time of the library's technical services staff. Many of the nonprint items acquired by Memorial Library require original cataloging. This is a time-consuming task which must occasionally be delayed in order to maintain the orderly and timely flow of materials through the library's technical processing unit. The library needs to develop a strategy which will expedite the processing of nonprint materials without creating undue delays in processing monographs and serials.

Memorial Library has made a significant commitment to acquire nonprint materials and to provide facilities to support the use of these resources. At the present time, however, no data have been collected to assess the quality of the library's holdings of such materials nor to assess the library's effectiveness in making these materials available to the university community. At the first available opportunity, the Media Services unit should collect the data needed to perform these assessments and undertake a thorough evaluation of its role in meeting the information needs of students, faculty, and staff at Minot State University.

MICROCOMPUTER LABORATORY

Memorial Library provides students, faculty, and staff with access to Apple Macintosh computers during most hours that the library is open. In addition, the library circulates several application programs which may be used on the computers located in the library. The Media Services unit provides regular training workshops which instruct in the use of this software.

No standards or guidelines exist for the administration of microcomputer facilities in academic libraries. The policies and procedures employed by Memorial Library in administering its microcomputing services have evolved in accord with perceived local need over the course of the past three years. This trend

will definitely continue as the library attempts to meet and anticipate the computing needs of the university community.

Over 30,000 persons have used the library's computer facility since October 1986. In order to provide support for the Macintosh and its associated software, the library has hired additional student workers who serve as consultants during 45 of the 73 hours that the computer cluster is open. In the absence of a consultant, computer support is available from the library's reference desk. In order to guarantee adequate support on a regular basis, a consultant should be on duty at all hours when the library's computers are available for public use.

Because of the heavy demand for microcomputing facilities in the library, students often complain that they have difficulty in gaining access to the library's computer cluster. This problem is especially acute at the end of each school term, but also arises when the computer cluster is reserved for an instructional workshop or class demonstration. The library needs to assess the priority of its microcomputer facility in relation to its other services and determine whether or not the expansion of the present computer cluster can be justified in light of the space restrictions imposed by the present library building.

HOURS OF ACCESS

The ACRL "Standards for College Libraries" recommend that hours of access to the library shall be consistent with reasonable demand. The standards recognize that the need for access to library resources and services at different times of the day varies greatly from one campus to another. Memorial Library has not collected data regarding its user community's perception of the need for access to the library at Minot State University. However, the library does recognize that it serves a largely nonresidential population. In addition, the university enrolls many nontraditional students who have family or work commitments which limit the number and distribution of hours that they can devote to using the library. The library staff have made a good faith effort to ensure that the library building is open at times which are convenient for a large proportion of the university community. To cite but one example, in 1988 the library extended its Sunday hours in order to better meet the needs of its student constituency.

It is instructive to compare the hours of access to the library available to students at Minot State University with the hours of library access provided to students at other institutions of higher education in North Dakota. As Table 6 illustrates, only the libraries at the University of North Dakota and North Dakota State University provide more hours of access than does Memorial Library. These libraries support enrollments which are more than twice the size of the student population at Minot State University.

TABLE 6

Aggregate Hours of Access at State Supported Institutions of Higher Education in North Dakota

Institution	Academic Year Hours of Access	Summer Session Hours of Access	Difference from MSU Academic Year	Difference from MSU Summer Session
Bismarck State	63	44	-13.5	-22.5
Dickinson State	71	63	- 5.5	- 3.5
Mayville State	72	45	- 4.5	-21.5
Minot State	76.5	66.5	na	na
NDSU	91	78	+14.5	+11.5
UND	83	78	+ 6.5	+11.5
Valley City State	69	44	- 7.5	-22.5

STAFFING

The ACRL standards provide a formula to estimate the minimum number of professional library staff required to provide effective library service given the size of the student body, the size of the library's collection, and the rate at which the library's collection is growing. Professional library staff are defined as persons holding a Master's Degree in Library Science from a program accredited by the American Library Association. Table 7 illustrates the application of this formula to Memorial Library and Minot State University.

TABLE 7

APPLICATION OF ACRL STANDARDS FOR SIZE OF PROFESSIONAL LIBRARY STAFF AT MINOT STATE UNIVERSITY

ITEM	ACRL ALLOWANCE	MSU ALLOWANCE
Each 500 FTE student or part thereof (3300 FTE students)	1	6
Each 100,000 volumes in collection, or part thereof	1	3
Each 5000 titles added to collection annually, or part thereof	1	2
	Total recommended size of professional staff	11

At the present time, Memorial Library employs a staff of seven professional librarians. To put this figure in perspective, it should be recalled that the staff of the North Dakota State Board of Higher Education have recently recommended that enrollment at Minot State University be capped at 3200 FTE on the grounds that this is the maximum enrollment level which can effectively be supported by the current size of the MSU faculty. According to ACRL standards, given the size of the library's collection and the rate at which that collection is growing, Memorial Library presently possess sufficient professional human resources to support an enrollment of only 1000 FTE students.

The ACRL standards suggest that clerical and support staff number no less than 65 percent of the recommended size of the professional staff. By this standard, Memorial Library should employ 7 FTE clerical and support staff. The library presently employs 5.5 FTE clerical and support staff.

A roster of the library's present professional, clerical, and support staff is included as an appendix to this document.

FINANCIAL RESOURCES

The ACRL standards recommend that the library's budget total 6 percent of the operating funds allocated to the parent institution. Table 8 illustrates that Memorial Library has not received this level of financial support over the course of the

past five years, although the university and the library have made steady progress toward meeting the ACRL standard.

TABLE 8

LIBRARY BUDGET HISTORY, 1985-1990

YEAR	LIBRARY BUDGET	UNIVERSITY BUDGET	% OF MSU BUDGET FOR LIBRARY
1985/86	$448,649	$ 9,735,264	4.6
1986/87	$455,455	$10,873,212	4.2
1987/88	$462,000	$10,738,706	4.3
1988/89	$530,137	$10,678,820	5.0
1989/90	$683,210	$13,294,009	5.1

The university's commitment to provide adequate financial support for the library can also be measured in terms of dollars budgeted for the library per FTE student. As illustrated in Table 9, this measure of performance has shown similar, steady improvement over the past five years.

TABLE 9

LIBRARY BUDGET PER FTE STUDENT, 1985-1990

YEAR	LIBRARY BUDGET	FTE ENROLLMENT	$ PER FTE
1985/86	$448,649	2783	$161.21
1986/87	$455,455	2774	$164.19
1987/88	$462,000	2825	$163.54
1988/89	$530,137	3038	$174.50
1989/90	$683,210	3313	$206.22

When interpreting these figures, it should be recalled that inflation reduces the purchasing power of the library's budget each year. Although the library's budget per FTE student has increased 28 percent over the course of the past five years, in real terms (i.e., adjusted for inflation) the budget per FTE has increased a much more modest 11 percent. Nevertheless, the university has shown a laudable willingness to provide financial support to Memorial Library during depressed economic times.

While the university's financial commitment to the library has increased at a steady rate, the financial needs of the library have grown even faster. Inflation in the susbscription costs of magazines and journals increased at an annual average rate of 9 percent during the last five years for which statistics are available. Furthermore, assessment of the library's collection has identified thousands of titles which need to be acquired. Finally, the library will need to acquire additional equipment if it is to make the best possible use of new information

technologies. In order to ensure that financial resources provided to Memorial Library are used to their best advantage, the library will need to develop a set of carefully considered and clearly articulated budget priorities.

STRENGTHS AND WEAKNESSES OF THE LIBRARY AS AN ORGANIZATION

WEAKNESSES

Based on the foregoing assessment, the library staff have identified the following key weaknesses in library facilities, resources, and services:

1. Inadequate facilities for:

   -- housing the collection

   -- providing services

   -- studying and research

2. Services have not been developed in the context of a formal statement of the library's mission, goals, and objectives.

3. Less than optimum staffing in such areas as:

   -- collection development

   -- reference

   -- microcomputer cluster

4. Less than optimal funding for:

   -- library materials

   -- equipment

   -- public services

5. Quality of the book collection is inadequate when compared against standard lists

6. Lack of adequate data concerning the quality of the

audiovisual and periodicals collections

STRENGTHS

On the basis of the foregoing assessment, the library staff have identified the following strengths in library facilities, resources, and services:

1. Convenient physical and intellectual access to resources and services

2. Creativity, resilience, diligence of staff in coping with space limitations

3. Commitment by the library to services such as:

   -- Document delivery

   -- Library liaison/faculty collection development partnerships

4. Public and staff access to electronic information sources such as:

   -- ODIN (Online Dakota Information Network)

   -- OCLC

   -- CD-ROM products such as ERIC, MEDLINE, and Magazine Article Summaries

5. Increased financial support from the university over the course of the past five years

MISSION

Memorial Library exists to provide the university community with convenient access to a collection of information resources and services which provide support for teaching, learning, and research.

Goal 1: The library will develop a collection of information resources of the highest possible utility for the purpose of promoting the curricular objectives of the university.

Objectives

1-1 By July 1, 1995 the library will increase the turnover rate for its collection by 16 percent.

1-2 By July 1, 1995 the library will decrease interlibrary services requests as a proportion of gross circulation by 10 percent.

Rationale

The library seeks to develop and to maintain a collection of information resources which, given the library's limited resources, provides a maximum level of support for teaching and learning at Minot State University. Objective 1-1 provides a quantitative indicator of the library's success in meeting this goal. The turnover rate is defined as the number of gross circulations divided by the number of volume equivalents in the library's collection. An increase in the turnover rate indicates that the library's collection is being more heavily used. If the collection is being used more intensively, the library has succeeded in acquiring more materials of greater relevance to the information needs of the university community. The present value of the collection turnover rate at Memorial Library is 0.19. Objective 1-1 calls for that value to rise to 0.22 by 1995. The libraries at Dickinson State University and Mayville State University report collection turnover rates of 0.22.

If the library is successful in meeting a high proportion of the information needs of the university by using the library's own collection, it is likely that Memorial Library will need to make relatively fewer requests for information resources from other libraries. Objective 1-2 provides a mechanism which the library can use in measuring this change.

Goal 2: The library will provide a maximum level of support for access to its collection.

Objectives

2-1 By July 1, 1995 the library will increase per capita circulation by 12 percent.

Rationale

Memorial Library provides information services such as reference, bibliographic instruction, and database searching in order to promote the use of its collection. Technical services operations such as cataloging and classification attempt to make information easily retrievable. If the library is successful in supporting the use of its collection, then use of the collection will increase. Per capita circulation at Memorial Library has declined 12 percent over the course of the past five years. Objective 2-1 establishes that the library will attempt to recapture this lost circulation over the course of the next five years.

Goal 3: The library will promote the development of work-related skills by personnel at all levels of the organization.

Objective

3-1 By July 1, 1995 the number of circulations per FTE library staff will be greater than or equal to 3800.

Rationale

Human resources are the foundation of effective library operation. Without a skilled and creative staff, the library can neither develop its collection nor provide adequate information service. Insofar as it is capable, the library will provide support for members of its staff who want or need to improve the level of their work-related skills. As is the case with other library goals, staff development is justifiable in terms of its contribution to promoting the use of the library's collection. A well-trained staff is productive and effective. Objective 3-1 provides a quantitative measurement of the efficiency of the library staff. It assumes that the library is successful in increasing per capita circulation by 12 percent (i.e., Objective 2-1) and that enrollment remains at or near its present level.

Goal 4: The library will make optimum use of its physical facilities.

Objective

4-1 By July 1, 1995 the library will increase the number of circulations per square foot of collection storage space by 9 percent.

Rationale

The library is faced with the unpleasant prospect of making the best possible use of an inadequate physical facility. Growth in the library's collection has led to a significant reduction in the amount of space which can be allocated for staff and student use. Objective 4-1 establishes that the library will attempt to increase its circulation without making significant future increases in the amount of space allocated to housing the library's collection. This objective assumes that gross circulation will increase to the levels specified under Objectives 2-1 and 3-1 and that the amount of floor space allocated for the library's collection will remain at or near its present level.

Strategies for Change

In order to achieve its stated goals and objectives, the library has adopted several strategies which fall into two broad categories:

1. The library will develop and maintain a collection which meets the curricular objectives of the university. Specifically, the library will:

   A. Weed the collection of infrequently used materials and/or convert such materials to microform. This will reduce the proportion of unused materials in the collection, facilitate the use of the collection, and promote the optimum use of the library's physical facility.

   B. Develop and implement a collection development policy which ensures that the library's collection of materials in all formats is of high utility to the university community.

2. The library will provide resources and services to support the use of its collection. Specifically, the library will:

   A. Proceed with the implementation of the ODIN automated library system. This involves completing the retrospective conversion of the library's catalog to machine readable form, implementation of the automated circulation system, and investigating the incorporation of periodicals and government publications in the ODIN database. In this way the library seeks to promote improved access to all elements of its collection and to increase the use of that collection.

   B. Develop a plan for the library's public services which promotes the use of locally-available resources.

   C. Develop a plan to ensure optimal organization of the library's collection. This plan will include provisions for improving the quality of subject access to the library's collection, as well as means for ensuring that materials are on the shelf in the proper sequence when they are sought by a library user. Optimal organization will support the use of the collection and in so doing increase the likelihood that the collection will be used.

   D. Develop a plan for providing improved access to the library's collection via electronic information systems. The goal of this plan will be to maximize the use of locally-owned materials.

   E. Ensure that all members of the organization have the opportunity to develop and maintain an appropriate level of work-related skills.

   F. Investigate modifications to the library facility which improve staff performance and morale and which remove physical or psychological barriers to use of the library by members of the public.

   G. Collect data needed to reformulate the library's objectives in terms of in-house and recorded use of all library materials rather than solely in terms of those materials which are circulated.

APPENDIX

STAFF ROSTER
MEMORIAL LIBRARY, MINOT STATE UNIVERSITY
MARCH 1989

PROFESSIONAL LIBRARIANS

GEORGE CLARK

Education: B.A. (Music Education), Colorado State College; M.A. (Music Education), Colorado State College; M.A. (Librarianship), Denver University

Responsibilities: Head of Reference, Government Documents Librarian

LARRY GREENWOOD

Education: B.A. (Chemistry and Biology, Education), Kansas Wesleyan University; M.L.S., Kansas State Teachers College

Responsibilities: Library Director

STEVEN R. KIRBY

Education: B.A. (History), Indiana State University; M.A. (History), University of Illinois at Urbana-Champaign; M.L.S., Indiana University

Responsibilities: Coordinator for Bibliographic Instruction and Computer Assisted Reference Services

JANE M. LA PLANTE

Education: B.S. (Social Work) University of North Dakota; M.L.S., Indiana University

Responsibilities: Access Services Librarian (Circulation/Interlibrary Services)

SUSAN PODRYGULA

Education: B.S. (Art), Coe College; M.L.S., Emporia State University

Responsibilities: Technical Services Librarian (including Coordinator for Collection Development, Cataloging Librarian)

MARTHA WILLIAMS

Education: B.S. (Computer Science), University of Tennessee-Martin; M.L.S., University of Tennessee-Knoxville

Responsibilities: Serials Librarian

JAMES WIRTANEN

Education: B.S. (Science and Math Education), Northern Michigan University; A.M.L.S. (Library Science), University of Michigan

Responsibilities: Media Services Librarian

Librarians share reference and collection development responsibilities.

CLERICAL AND SUPPORT STAFF

CATHY ANDERSON

Education: B.S. (Recreational Administration), Minot State College

Responsibilities: Media Services Unit Library Associate

JUDY BJORNSON

Education: Minot State College (3 years, History major)

Responsibilities: Acquisitions Unit Library Associate

RENAE DOSTERT

Education: Minot State University (3 years, Business Education major)

Responsibilities: Library Secretary

JULIE HORNSTEIN

Education: B.S. (Communications), Michigan State University

Responsibilities: Cataloging Unit Clerk

DONNA JUST

Education: North Dakota State University - Bottineau (1 year)

Responsibilities: Serials, Government Document Unit Clerk

COLETTE NYBAKKEN

Education: B.S. (Physical Education, Business Administration), Minot State College

Responsibilities: Circulation Unit Library Associate

LINDA WADE

Education: B.S. (Chemistry), North Dakota State University

Responsibilities: Periodicals Unit Clerk